

School:

# Collaborative Problem Solving Form

District:

Is student's screening data lower than that of "true peers?" If yes, collaborative team gathers the information on this form and determines need for further intervention. ELD services continue and is not considered an intervention; ELD is a core program. Interventions must be linguistically and culturally responsive.

## 1. Student's Background

Student:

Date:

Grade:

Birthdate:

Typical Birthdate for This Grade is September 1, 20\_\_ to August 31, 20\_\_

Student's L1:

Student's L2:

Student's L3:

Teacher (L1):

Teacher (L2):

Core Reading Program Eng:

Span:

Concerns (circle all areas):

Reading

Writing

Math

Other\_\_\_\_\_

What are the specific concerns regarding the areas circled above?

Concerns reported by:

Team Members:

### **Attendance:**

Days Absent/Tardy Kinder	Days Absent/Tardy Gr. 1	Days Absent/Tardy Gr. 2
Days Absent/Tardy Gr. 3	Days Absent/Tardy Gr. 4	Days Absent/Tardy Gr. 5
Days Absent/Tardy Gr. 6	Days Absent/Tardy Gr. 7	Days Absent/Tardy Gr. 8
Days Absent/Tardy Gr. 9	Days Absent/Tardy Gr. 10	Days Absent/Tardy Gr. 11
Days Absent/Tardy Gr. 12		

Hearing	Date	Results	Recheck needed
Vision	Date	Results	Recheck needed
Other			

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## Educational Background:

Preschool No Yes Language of Instruction: \_\_\_\_\_

Early Intervention Program No Yes IEP Focus: \_\_\_\_\_

Kindergarten Full-Day Half-Day Language of Instruction: \_\_\_\_\_

Educational Experiences in Other Schools or Countries (include any concerns noted in file): \_\_\_\_\_

Was the school in an urban or rural setting?

Retention No Yes If so, when? \_\_\_\_\_

## Language Proficiency Assessments:

Current Eng (state assessment) (Score/Level)	Current Eng: WMLS-R, IPT, LAS/ _____ % of success in oral language	Current Span: WMLS-R, IPT, LAS/ _____ % of success in oral language
Prior Year's Eng (state assessment) (Score/Level)	Prior Year's Eng: WMLS-R, IPT, LAS/ _____ % of success in oral language	Prior Year's WMLS-R, IPT, LAS/ _____ % of success in oral language
Prior Year's Eng (state assessment) (Score/Level)	Prior Year's Eng: WMLS-R, IPT, LAS/ _____ % of success in oral language	Prior Year's WMLS-R, IPT, LAS/ _____ % of success in oral language

## State Academic Assessments:

Grade _____ Name of Test _____ Language Arts _____ Math _____ Other Areas _____	Grade _____ Name of Test _____ Language Arts _____ Math _____ Other Areas _____	Grade _____ Name of Test _____ Language Arts _____ Math _____ Other Areas _____
Grade _____ Name of Test _____ Language Arts _____	Grade _____ Name of Test _____ Language Arts _____	Grade _____ Name of Test _____ Language Arts _____

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Math _____ Other Areas _____	Math _____ Other Areas _____	Math _____ Other Areas _____
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## Universal Screening-English

## Universal Screening-Spanish (or other language \_\_\_\_\_)

Fall

Measures	Score	Status

Measures	Score	Status

Winter

Measures	Score	Status

Measures	Score	Status

Spring

Measures	Score	Status

Measures	Score	Status

It is crucial to ensure that the student has had access to appropriate classroom instruction. Document that instruction is adjusted to the student's language proficiency in the instructional language(s) and cultural/experiential background. If instruction has been appropriate, proceed to intervention planning.

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Classroom Observation:

Observation completed by:

Date:

Is classroom instruction aligned to the student's language proficiency level?

YES

NO

Comments:

Problem Hypothesis (why does the team think the problem is occurring?):

How does this student compare to a true peer?

Is any other information needed prior to developing an intervention plan?

Team Decision:

Follow up date to review intervention progress monitoring data:

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## 2. Plan for Intervention (document type, frequency, duration and language of intervention)

Team Members:

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Intervention (circle one: PA, phonics, vocabulary, fluency, comprehension)	Language of Intervention: (Circle one: Spanish, English)	Tier (Circle one: Benchmark, Strategic, Intensive)	Who Will Provide Intervention?	How Frequently Will Progress be Monitored?	Learning Environment
Goal: Date:					

Intervention (circle one: PA, phonics, vocabulary, fluency, comprehension)	Language of Intervention: (Circle one: Spanish, English)	Tier (Circle one: Benchmark, Strategic, Intensive)	Who Will Provide Intervention?	How Frequently Will Progress be Monitored?	Learning Environment
Goal: Date:					

**Progress Monitoring Data (attach graphs):**

Measure: Score:	Measure: Score:	Measure: Score:
Measure: Score:	Measure: Score:	Measure: Score:

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**3. Data Review Meeting (attach data)**

Team Members:

Student attendance for intervention sessions:

Problem Hypothesis (from Part 2):

Was goal met?

Was hypothesis validated?

Does student need further intervention?      YES      NO

If yes, begin intervention planning process again.

Next follow up date:

Notes and comments: \_\_\_\_\_

\_\_\_\_\_

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**Special Education Referral Decision-making**

If student has had appropriate interventions and is not making progress as compared to true peers, determine if a referral for a special education evaluation is warranted.

Refer for special education evaluation:      \_\_\_\_\_ Yes      \_\_\_\_\_ No

Team Members:

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**3. Information from Parents:**

Mother's L1

L2

L3

Father's L1

L2

L3

What language(s) does mother read?

What language(s) does father read?

Last grade attended:

Last grade attended:

Language primarily used when speaking to this students at home:

Language family uses in the community:

Did either parent immigrate to the U.S.? If so, when?

Is the mother literate?

Is the father literate?

Did either parent or a relative experience difficulty learning to read?

Language student primarily uses at home:

***Developmental Milestones:***

At what age did the student walk?

At what age did the student first start to speak?

What was the language the student first spoke?

When was a second language introduced?

How does your child's language development and use compare with siblings? Relatives? Friends?

Were there any prenatal, birth or early childhood difficulties or illnesses?

***Information about Child:***

What are their child's strengths?

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What difficulties does the child show at home?

Does the child have any household responsibilities?

Can the child follow one-step directions?

Two-step?

Three-step?

Does the parent have any concerns about their child?

What is their educational goal for their child?

How does the family celebrate and maintain their culture?

In what ways can they support their child at home? Who can help the student with their homework?

How can school personnel help support the parents and child?

Comments:

## Student Interview – Secondary Level

1. Were you born in the U.S? If not, how long have you lived here? Who do you live with?
2. How long have you attended this school? Where did you go before?
3. Are you involved in any special activities outside of school (e.g., sports, religious, volunteering, cultural groups)? If yes, what activities?
4. Do you read and write in your first language? If yes, a little bit or very well?
5. Is learning to speak English easy or hard?
6. Do either of your parents (or guardians) read and write in their first language? If yes, a little bit or very well?
7. What are you favorite subjects (or classes)?
8. What subjects or classes are the most difficult for you?
9. What is your educational goal? What kind of help do you need from teachers and counselors to continue to succeed in school and reach your goals?
5. How would you rate your experiences in your classes?
  - ☐ I understand **everything** I am supposed to learn in my classes?
  - ☐ I understand most **everything** I am supposed to learn in my classes?
  - ☐ I understand **about half** of what I am supposed to learn in my classes?
  - ☐ I understand **a little bit** of what I am supposed to learn in my classes?
  - ☐ I understand **none** of what I am supposed to learn in my classes?
10. Which of the following best describes how you feel about your reading skills?
  - ☐ I can read **everything very well** in English.
  - ☐ I can read **some things very well** in English, but not everything.
  - ☐ I can read only read **a few things very well** in English.
  - ☐ I cannot read **anything** very well in English.

11. Which of the following best describes how you feel about your writing skills?

- ☐ I can write **very well** in English.
- ☐ I can write **fairly well** in English, but not well enough for some assignments .
- ☐ I can write **at only a basic level** in English.

12. What responsibilities do you have at home?

13. Do you have a job?

14. What do you want to do after you graduate from high school?

## Student Interview – Elementary Level

1. What do you like about school?
2. What do you not like about school?
3. What is easy for you to do in school?
4. What is hard for you to do in school?
5. Is learning English easy or hard for you?
6. How can you help others in school?
7. How can others help you in school?
8. How can your teacher help you in school?
9. What do you like to do after school? At home?
10. What would you like to tell your teacher about yourself?
11. What do you want to do when you grow up?
12. Is there anything else you would like to tell me?